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AUTHOR Adamsky, Richard A.
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ABSTRACT

This paper reports a project centered around developing directed individualized materials (modules) to be used to prepare resource persons, change agents, and teachers to function in competency- and performance-based vocational education (PBVE) programs. It is organized in two parts. Part 1 centers around the development cf modules for resource persons. Four project objectives are stated, the procedures followed to meet the objectives explained, and recommendations forwarded. Part 2 focuses on the modules developed for change agents and vocational teachers. It discusses the (1) analysis of existing modules to determine teacher skills needed to implement PBVE that were not addressed in these modules, (2) the target population, (3) field testing and its findings, and (4) conclusicns and recommendations based on the field test. Appendixes, amounting to approximately one-half of the report, include listings of modules in the two series, resource person's feedback booklet, resource persen's supervisor feedback booklet, and workshop materials from the field test at a curriculum workshop. (The modules developed are available separately--see note.) (YLB)

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FINAL REPORT

THE DEVELOPMENT OF DIRECTED SELF INSTRUCTIONAL MATERIALS TO BE USED TO PREPARE RESOURCE PERSONS TO FUNCTION IN FIELD-CENTERED, COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROGRAMS

(85-9825)

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RICHARD A. ADAMSKY

TEMPLE UNIVERSITY

PHILADELPHIA, PENNSYLVANIA

JUNE, 1980

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF RESEARCH AND EVALUATION

RESEARCH COORDINATING UNIT

FOR VOCATIONAL EDUCATION

CE026 551

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PREFACE

This report was prepared pursuant to a contract with the Research Coordinating Unit For Vocational Education, Bureau of Research and Evaluation, Pennsylvania Department of Education. However, the opinions and other content of this Report and the modules developed do not necessarily reflect the position or policy of the agency, and no official endorsement should be inferred.

As director of this project, I would be remiss if I did not formally acknowledge several vocational educators who made this effort a success. Appreciation is expressed to Dr. Carroll Curtis who, from his position in the Bureau of Research and Evaluation, provided project funding. He, as Mr. Kenneth Swatt of the Bureau of Vocational Education before him, recognized the need for modularized materials to prepare professional personnel to function in competency-based vocational education programs.

Appreciation is also expressed to Mr. Arthur Jenkins who functioned as project coordinator and primary author of six new modules developed for the preparation of resource persons. A special "thanks" is extended to the present staff of Program Vital and those who are potential members of the staff for providing data needed to make appropriate revisions in the modules.

Richard A. Adamsky

Project Director

INTRODUCTION

This project centered on developing directed individualized materials (modules) to be used to prepare resource persons, change agents, and teachers to function in performance/competency-based vocational education programs. This report is organized in two parts with Part I centering on the development of modules for resource persons and Part II centering on those developed for change agents and vocational teachers.

The development of modules for resource persons actually began in July of 1978 and, during that fiscal year, seven such modules we developed through the formative testing stage. This fiscal year the seven modules went through further testing (Summative) and an additional six modules were developed through the formative testing stage.

The development of a module for change agents and five for vocational teachers was begun on January 1, 1980 and these modules have, as explained in Part II of this report, yet to be appropriately tested.

BACKGROUND

Evidence suggests that P/CBVE is a concept strongly endorsed in Pennsylvania, especially by the Bureau of Vocational Education and the Research Coordinating Unit of the Bureau of Research and Evaluation. Committment to institutionalize this concept has been shown in many different ways. For instance, the State's involvement in the Vocational Technical Education Consortium of States (V-TECS), the emphasis found in Program Approval Guidelines on P/CBVE, and the priority placed on projects having a thrust toward P/CBVE.

The State's endorsement of this concept appears logical when one considers that P/CBVE holds the promise of making it possible to serve the diverse needs and interests of each student at every level of vocational education. Such a

promise has become increasingly important as education has come to accept its responsibility to serve all despite individual handicaps or disadvantages.

P/CBVE has numerous endearing characteristics but above all, it is always directed toward serving the individual (individualized). Such being the case, materials must be available to help learners progress at a pace consistent with personal ability. However, few educators have the ability to prepare or use such materials and even fewer have the ability to help these few educators develop needed skill.

This being the case, a need existed to help vocational teachers learn to develop and use materials which promote individualization. Further, a need to help others learn how to assist vocational teachers (Resource persons). Finally, a need to help those who would function as change agents during the state's movement into P/CBVE. This project sought to address these needs.

PART I -- PROFESSIONAL DEVELOPMENT MODULES RESOURCE PERSON

In this part of the report, the development of six modules for resource persons is discussed. Project objectives are stated, the procedures followed to meet the objectives explained, and recommendations forwarded.

OBJECTIVES

The following four objectives were used to focus project activity:

1. Develop the following named modules:
   a. Instruct others to set-up and operate a video system
   b. Register Learners for CBTE Programs
   c. Provide Administrative Services
   d. Conduct a CBTE Orientation Program
   e. Assist Learners in obtaining the Various Vocational Instructional Certificates issued in Pennsylvania
   f. Conduct an observation session

2. Test each module with no less than five local teachers, and retest after revision (if needed).

3. Test the following modules, developed during the 1978-79 fiscal year, with the program staff.

   a. Establish and maintain records in the VITAL-mis

   b. Evaluate a product or process type teaching performance

   c. Select appropriate modules

   d. Conduct a small group meeting

   e. Monitor the progress of a resident resource person

   f. Facilitate a Council of Educator's Review

   g. Conduct a Helping Conference

4. Test the modules developed during this fiscal year (1979-80) with the program staff during the 1980-81 fiscal year.

PROCEDURES

Each objective is now discussed as such relates to the procedures followed to meet it.

Objective 1

In order to adequately prepare modules it is often necessary to regroup role performance elements. Using the performance elements identified by Walker (1978), such were restructured to facilitate module development. In so doing, the number of modules to be developed was reduced from 7 to 6 and the titles altered somewhat to more adequately represent module emphasis.

At this point module writing began with module format following that prescribed in the Module Development Handbook (Quinn, et. al., 1977). Each module was developed to have no less than three learning experiences with one devoted to developing a user's understanding of the skill involved, another devoted to simulated application of the skill, and one devoted to application when functioning in the role of resource person.

As might be expected, each module reached completion at a different time during the fiscal year with each becoming available for formative testing at a different point in time.

Objective 2

Formative testing of the modules was begun in February when four of the proposed modules were ready.

The review process for modules being developed was consistent with that followed during the previous year, that is, when the module writer (Jenkins) completed the various sections of a module, he and the project director would review the sections to see that they conformed to the agreed upon format, criteria, and standards. When a module was considered completed, it was then reviewed by three or more members of the field staff (Program VITAL) to check its validity (address a skill needed in an effective way) and objectivity (effectively communicates).

After all reviews were completed and appropriate changes made in the modules, they were made available to persons identified as potential resource person (Appendix A). Each was asked to complete a pre and post assessment form (Appendix B) when using a module. Modules were used under the direction of a member of the field staff.

Objective 3

In order to test those modules developed during the 1978-1979 fiscal year, program staff members (Field Resource Persons and Senior Teacher Educators) were provided with copies of these modules. Each staff member was required to provide input, by completing a Resource Persons' Supervisor Feedback Booklet (Appendix C) for each module. Modules were revised according to the provided input.

Objective 4

The modules developed during the duration of this project will be routinely used to prepare resource persons during the 1980-1981 school year (Formative Testing). Based on input from the users, they will be revised and routinely used in subsequent years. It is hoped that input for use in the revision process will be received (Professional Personnel) from the University of Pittsburgh, Pennsylvania State University, and Indiana University of Pennsylvania, since they will be provided with a copy of each completed module.

SUMMARY

The purpose of this project was to complete a series of directed self-instructional materials to be used in the preparation of resource persons in a field-centered competency-based vocational teacher education program. The need for such materials has been established as being great since it is not cost-effective to prepare persons for this role in any but an individualized self-pacing program.

It was found that the objectives of this project were fully realized. Six Resource Person Preparation Modules were developed and tested. In addition, summative testing of several modules previously developed was completed.

RECOMMENDATIONS

Based upon two years experience developing and using modules for resource persons, the following recommendations seem appropriate:

1. Perform summative testing on the total group (13) of modules at Temple University.
2. Modify (if needed) certain modules and test them for utility at other Professional development centers (Pennsylvania State University, Indiana University of Pennsylvania, and the University of Pittsburgh).

3. Develop a common "center" Resource-Person Training Program so that all such Vocational Leadership personnel can be expected to function in their role in much the same fashion (same performance criteria).

4. Develop a set of modules to prepare Senior Teacher Educators to function as supervisors of Resource Persons. Such assumes that an analysis is first performed of the tasks performed by Senior Teacher Educators.

PART II -- PROFESSIONAL DEVELOPMENT MODULES

CHANGE AGENT AND VOCATIONAL TEACHER

The Need

For several years an effort has been underway to orient all Pennsylvania vocational personnel to the V-Tecs materials and to help them make use of the material when preparing for instruction. The utility of V-Tecs materials for identifying tasks appropriate to vocational education is great. However, there are occupational areas in which V-Tecs materials do not exist and some reason to question the validity of some of the tasks identified by V-Tecs. In addition, there exists a great need to prepare teachers to move from V-Tecs materials to the development and management of individualized instructional programs.

In recognition of the above stated problems, work began in January, 1980 to develop directed self-instructional materials (modules) to help local vocational personnel make use of the V-Tecs materials or others to develop and manage individualized instructional programs. In effect, to help them institutionalize performance-based vocational education (PBVE). This report describes the process by which such was accomplished.

The Analysis

The first step in the developmental process was to review the 100 professional vocational teacher education modules developed at The Center for Vocational Education, The Ohio State University, to determine the skills a teacher would need to implement PBVE that were not addressed adequately in these modules.

The analysis revealed that at least 7 teaching skills fell within this category; namely:

1. Validate an occupational analysis
2. Prepare valid performance objectives
3. Develop performance assessment strategies
4. Develop an individualized program for students
5. Develop a module for individualized instruction
6. Arrange for the improvement of vocational facilities for individualized instruction
7. Manage individualized instruction

Once it had been decided that the above named teaching skills would provide the focus of module development, each was rewritten as a performance (Terminal) objective and enabling objectives prepared to focus module development.

Module Development

At this point, a teacher performance assessment instrument was prepared for each module which identified the criteria by which competent terminal performance could be assessed. Then, work began on each of the module learning experiences.

In each module no less than three required learning experiences were developed; one to develop the users comprehension of the skill involved, one to provide practice using the skill, and the final one which required skill application. In addition, optional learning experiences were provided to allow for deeper comprehension and/or practice.

During the developmental process, it was decided not to develop a module for teachers wishing to "develop performance assessment strategies" nor teachers

wishing to "develop an individualized program for students." In the latter case, the reason for making this decision was based on not knowing the future position of Pennsylvania on the format to be used when developing an "IEP." In the former case, the decision was based on a realization that such a module might be unneeded.

Another decision made during the developmental process was to add a module for those who would be required to help vocational personnel implement performance-based vocational education. This module was developed for change agents.

The Target Population

The modules that were developed were prepared to be used with persons having certain characteristics.

The Change Agent Module

The change agent module was developed to be used by vocational education leadership personnel who had a deep understanding of PBVE and a willingness to help local school personnel implement PBVE. Such being the case, it could not be expected to have utility when used with persons without such characteristics.

The Vocational Teacher Modules

The vocational teacher modules were developed to be used with teachers who have passed through the adoption process to the point that they want to implement PBVE. Stated differently, have a need to develop the skills therein addressed. Such being the case, they could not be expected to have utility when used with teachers without such characteristics.

Field Testing

The six modules were subjected to field testing at a curriculum workshop held at Shippensburg State College on July 29 - August 1, 1980. In effect the conference ran from 2:00 p.m. on July 29 to 11:30 a.m. on August 1.

The modules were not introduced to participants until 10:30 a.m. on July 30 thus leaving a potential of 15 hours of workshop time for module field testing. Of this time, no less than 4 hours were used in group activities unrelated to the modules and the purpose for which they were developed. In addition, beverage breaks consumed no less than 2 hours of workshop time. It is estimated that participants had no more than 9 hours in which to make use of the modules when a resource person was available to help them.

At the time the modules were introduced, there were 43 participants present. Of this group most were local vocational teachers who, it was discovered, knew little or nothing about performanced-based vocational education and were not genuinely interested in implementing it. Within the group there were others with backgrounds outside vocational education and vocational administrators and supervisors having no more than a passing interest in PBVE. It was later determined that there were fewer than 10 participants who would have responsibility to function as change agents and help local teachers implement PBVE.

Considering the time available to work on the newly developed modules and characteristics of the participants, this workshop did not provide a useful field test of the modules. However, certain participants, those currently involved as local change agents, did take the time necessary to field test the modules and provide both formal and informal information which could be used to make revisions of the modules. It is estimated, that they spent anywhere from 5 to 20 hours outside the workshop parameters to do so.

Procedures Followed

As stated in the introduction, the modules (and feedback instruments) were handed out at 10:30 a.m. on July 30. The participants were provided with a copy of operating procedures and asked to check with a resource person when assistance was needed or a module was completed.

Participants were told to move through the modules at a pace consistent with personal needs and interests and that they could do so in any location they felt was most conducive to personal progress. They were informed as to when any group activities would take place.

Observations

It was immediately apparent that certain participants had no intention of using the modules and some of them drifted off never to be seen again. Others in this group only showed up at group sessions and still others were visible frequently but never engaged in any learning activities within the modules.

About 10 of the participants were involved in implementing PBVE and thus quickly began work on the modules. These people provided very useful constructive criticism to the resource persons throughout the workshop which could be used to make appropriate changes in the modules.

Findings

Workshop evaluation data were organized by participant type in order to obtain the most meaning from it. Of the 30 persons who provided such data, 8 had local responsibility to implement PBVE and were considered Group I. Six of the total group functioned as supervisors or administrators in local schools with some awareness of PBVE (Group II). Of the total, 15 were local teachers of vocational subjects but with little or no knowledge of PBVE (Group III). One was a media specialist with an academic background (Group IV).

It was hoped that workshop participants would leave the workshop with both long and short range plans in which to make use of the resources made available to them in the workshop. When asked to respond to the degree to which this had occurred, the groups responded as follows:

PLANNING

Group I	$\bar{X} = 2.8$*
Group II	$\bar{X} = 2.3$
Group III	$\bar{X} = 2.2$
Group IV	$\bar{X} = 1.0$

* 1 = did not
2 = some progress toward this objective
3 = good progress toward this objective
4 = great progress toward this objective

Table I

As is obvious, Group I made the most progress toward this objective. However, no group made good progress.

The workshop evaluation instrument also asked the participants to rate the degree to which the workshop was a worthwhile educational experience. The participants were provided with 4 options (1=total dud, 2= not bad, 3= good, and 4= great). As is seen in Table 2, the group differences were again in evidence.

THE TOTAL EXPERIENCE

Group I	X= 2.9
Group II	X= 2.3
Group III	X= 2.3
Group IV	X= 1.0

Table 2

The group differences were again in evidence when participants were asked to rate the resources made available to them in the workshop. In Table 3, these differences are illustrated as they center on the newly developed modules.

THE MODULES

Modules By Numbers

	C.A	x-1	x-2	x-5	x-6	x-7
Group I	$\bar{X}$ = 4.1*	$\bar{X}$ = 3.8	$\bar{X}$ = 3.8	$\bar{X}$ = 3.6	$\bar{X}$ = 3.5	$\bar{X}$ = 3.9
Group II	3.6	3.9	3.4	3.2	3.0	3.0
Group III	3.8	3.5	3.6	3.3	3.4	3.5
Group IV	3.0	3.0	1.0	2.0	2.0	1.0

* 0 = don't know
1 = no utility
2 = little utility
3 = average utility
4 = great utility
5 = very great utility

Table 3

Table 3

In the workshop evaluation instrument, participants were also given the opportunity to freely respond to what they liked best and least about the workshop. Here again the differences in groups appeared.

Those in Group I best liked the personal freedom provided in which to use the resources provided and the resources themselves. Least liked were the amount of time made available to work with the resources and the distractions of the group activities.

Those in Group II were more ambivalent. Some liked the materials and others did not. Some liked the freedom and others did not.

Those in Group III best liked the freedom and the materials available to them. However, most disliked the lack of structure necessary when such freedom exists.

The single person in Group IV liked nothing about the workshop and wrote copious notes about the many things disliked.

All participants were asked to respond to one or two modules using the "Module Quality Review Checklist". The hope was that participants would help locate areas in particular modules where quality could be improved. Since certain participants did not use the new modules and others did not finish certain modules, the responses were not sufficient to warrant valid conclusions. However, any item that was responded to by a participant could be considered during the revision process. Especially if more than one respondent responded negatively to the item.

All participants were asked to respond to each new module using the "Needed Information" instrument. Each was asked to indicate how much time was spent using the module (all but final experience) and to rate each learning experience and the total module.

In general, the differences between and among participants as to the amount of time they spent working with a module was great. For instance, the range in minutes for the change agent module was between 80 and 660 minutes. This, of course, does not take into consideration those who spent no time working on the module. Since the person who spent 660 minutes is known and would be in Group I, as previously classified, it is fair to state that a person who only worked 80 minutes in the module did not actually complete it.

In almost every case, participants who completed a module learning experience rated it either 2 (somewhat useful to a person wishing to implement PBVE) or 3 (very useful to a person wishing to implement PBVE).

Participants, for the most part, also rated each of the modules either 2 or 3 using the same rating system.

Conclusions & Recommendations Based On The Field Test

Based on the findings and observations it is fair to conclude that there was inadequate time in this workshop to adequately field-test the new modules. Further, that few of the workshop participants fell within the group for which the modules were developed. This being the case, further testing of the modules is absolutely necessary before any revision is made on them. For this reason, it is recommended that the persons falling in Group I (PBVE implementation sites) be asked to use the modules on an experimental basis over the next year and that the materials be evaluated and revised after they have had more extensive use.

It is also recommended that the materials be introduced to vocational teacher educators and that they use them with both pre and inservice teachers and curriculum development specialist interns. Here again valuable input for the revision process should emerge.

The fact that some in the workshop did not have an interest in implementing PBVE resulted in some being very critical of the workshop. In fact, it would be fair to conclude that certain participants now have a less favorable attitude toward PBVE then when they arrived for the workshop. For this reason, it is strongly recommended that the modules not be used with vocational educators not already strongly interested in implementing PBVE. Further, that sufficient time always be allowed for those who become involved in using the modules.

Consultant Feedback

At this writing, no feedback has been received from Dr. Robert Klingler, Dr. Ruth Armstrong, or Dr. Thomas Walker who were sent the developed modules on August 4, 1980 for review. It is hoped that their feedback when combined with that of others will allow for module revision.

APPENDIX A

Resource Person Trainees

1979-1980

NAME	SCHOOL	MODULE TESTED (8-13)
Collins, Kathleen	Bucks AVTS	8, 10, 11,
Field, Pasquale	Bucks AVTS	8, 9, 10, 11,
Gokay, Michael	Lehigh AVTS	8, 11, 13
Lindemuth, Sally	James Martin	8, 9, 10, 11, 13
McCully, Thomas	N. Montgo AVTS	8, 9, 11, 12, 13
Paar, James	Bethlehem AVTS	8, 9, 10, 11, 12, 13
Ricciandi, Mario	Folcroft, AVTS	8, 9,
Snyder, Charles	E. Northampton AVTS	8, 10, 11, 12, 13
Steiner, David	E. Northampton AVTS	8, 9, 10, 11, 12, 13
Warner, William	W. Montgo AVTS	8, 9, 10, 11, 12, 13
Zito, Carmela	E. Northampton AVTS	8, 9, 10, 11, 12, 13

The module title and the number assigned is listed below:

8. Instruct Others to Set-up and Operate a Video System
9. Register Learners for CBTE Programs
10. Provide Administrative Services
11. Conduct a CBTE Orientation Session
12. Assist Learners in Obtaining the Various Vocational Instructional Certificates Issued in Pennsylvania
13. Conduct an Observation Session

APPENDIX B

Modules in Series

(Resource Person)

1. Conduct a helping conference
2. Assist learners in obtaining the various vocational instructional certificates issued in Pennsylvania
3. Conduct an observation session
4. Establish and maintain records in the VITAL-MIS
5. Evaluate a product or process type teaching performance
6. Select appropriate modules
7. Conduct a small group meeting
8. Monitor the progress of a Resident Resource Person
9. Facilitate a council of educators review
10. Instruct others to set up and operate a video system
11. Register learners for CBTE programs
12. Provide administrative services
13. Conduct a CBTE orientation program

APPENDIX C

RESOURCE PERSON'S FEEDBACK BOOKLET

(CONFIDENTIAL)

This booklet contains a number of easy-to-complete questions about the module you just completed. Please respond to each question as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the module. Your responses will be kept confidential and not be used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name _____

Sex _____

Date _____

Module Number _____

Module Name _____

NOTE: The module should be available for your reference while completing this booklet.

Directions: Please complete this inventory by placing checks (✓) in the blanks which best reflect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

A. Background Data

1. What is the highest level of formal post-secondary education you have completed?

_____ 1 none
_____ 2 one year
_____ 3 two years
_____ 4 three years
_____ 5 Bachelor's Degree
_____ 6 Master's Degree
_____ 7 Education Specialist
_____ 8 Doctorate

2. How many years of teaching experience have you completed?

_____ 1 none
_____ 2 one
_____ 3 two
_____ 4 three to five
_____ 5 more than five years

3. Are you currently teaching or have you taught full-time during the past three years?

_____ 1 yes, mostly at the post-secondary level
_____ 2 yes, mostly at the secondary level
_____ 3 yes (other, please explain) _____
_____ 4 no

4. Which one instructional area best describes the area in which you teach or are planning to teach?

_____ 1 agriculture education
_____ 2 business and office
_____ 3 distributive education
_____ 4 health occupations
_____ 5 home economics
_____ 6 industrial arts
_____ 7 technical education
_____ 8 trade and industrial
_____ 9 other (please explain)_____

8. Module Data

5. What type of credit will you receive for completing this module? (check all that apply)

_____ 1 undergraduate
_____ 2 graduate
_____ 3 salary
_____ 4 certification
_____ 5 other (specify) _____

6. How many of these modules have you now completed (including the final experience)?

_____ 1 1
_____ 2 2–3
_____ 3 4–5
_____ 4 6 or more

7. Approximately how much time (in hours) did you spend completing this module?

_____ 1 hours

8. Did the module require a reasonable amount of time considering the competency involved?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

9. Which of the following played a significant part in your achieving the competency described in the terminal objective of the module? (check all that apply)

_____ 1 the module itself Comments:
_____ 2 the resource person
_____ 3 peers in class
_____ 4 resources other than those mentioned above

10. How many times did you go to the resource person for help while completing this module?

_____ 1 once Comments:
_____ 2 two times
_____ 3 three times
_____ 4 four times
_____ 5 five or more times

11 Did the module introduction clearly explain the purpose of the module?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

12. Were the directions within the module easily understood?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

13. Were the objectives of the module clearly stated?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

14. Which of the following learning experiences did you start? (check all that apply)

_____ 1 I
_____ 2 II
_____ 3 III
_____ 4 IV
_____ 5 V
_____ 6 VI
_____ 7 VII
_____ 8 VIII
_____ 9 IX
_____ 10 X

15. Which of the following learning experiences did you complete? (check all that apply)

_____ 1 I
_____ 2 II
_____ 3 III
_____ 4 IV
_____ 5 V
_____ 6 VI
_____ 7 VII
_____ 8 VIII
_____ 9 IX
_____ 10 X

16. Did you complete any of the optional learning activities?

_____ 1 yes, most of them
_____ 2 yes, a few of them
_____ 3 no

Comments:

17. Were the learning experiences clear and easy to understand?

_____ 1 definitely yes — Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

18. Were the learning experiences realistic in terms of your being able to complete them?

_____ 1 definitely yes — Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

19. Were the learning experiences logically sequenced?

_____ 1 definitely yes — Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

20. How adequate was the content contained in the information sheet(s)?

_____ 1 too much detail was provided — Comments:
_____ 2 it was just about right
_____ 3 too little detail was provided

21. Was the information presented consistent throughout the module (no contradictions)?

_____ 1 definitely yes — Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

22. Did the module help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already knew?

_____ 1 yes, most of the time — Comments:
_____ 2 yes, some of the time
_____ 3 yes, a few times
_____ 4 no

23. Is the information in the module relevant to your professional development?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

24. Does the module contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ 1 no
_____ 2 yes (please explain) _____

_____

25. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

26. Was the format of the module well organized?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

27 Compare your experience in completing this module with your traditional college education courses. Place a check (√) in the most appropriate space after each of the following items:

	Module	Traditional
1 Generally more interesting	_____	_____
2 Allows more personal contact to be made . .	_____	_____
3 Activities are more motivating	_____	_____
4 Allows more opportunity to work at your own pace	_____	_____
5 Provides greater variety of experience . . .	_____	_____
6 Helps achieve greater competence in teaching skills	_____	_____
7 More efficient in use of time	_____	_____

28 Did you enjoy using this method of instruction more than conventional methods?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

Directions Please provide written responses to the following three items

29 What did you like best about this module?

A.

B.

C.

D.

30 What did you like least about this module?

A.

B.

C.

D.

31 Please provide any additional comments or suggestions that could help the author improve this module.

How helpful were the outside resource materials, if any, that accompanied

Please provide any additional comments or suggestions that could help improve this module.

APPENDIX D

RESOURCE PERSON'S SUPERVISOR FEEDBACK BOOKLET

(CONFIDENTIAL)

This booklet contains a number of easy-to-complete questions. Please respond to these questions as frankly as possible. You need not respond to any items about which you feel reluctant.

These items are designed only to collect information about the modules being tested. Your responses will not be used to make any judgmental statement about you or anyone else. It is further understood that participation in this trial test is voluntary. The only reason your name is requested is to assist us in keeping track of the materials. You are to complete one booklet for each module on which you served as a resource person.

Name _____

Date _____

Module No. _____

Module Title _____

11. How helpful were the "Overviews" in giving you a profile of each learning experience?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

12. How helpful were the "Activities" of the learning experiences in terms of acquiring the specified competency?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

14. How helpful were the "Feedback" sections of the learning experiences in helping the students assess their progress?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

15. Do you feel the content was covered in enough depth?

_____ a. In nearly all cases
_____ b. Usually
_____ c. Usually not
_____ d. Rarely

Comments:

5. Which of the following best describes the exposure you have had to performance-based teacher education?

_____ a. Practically no exposure
_____ b. Limited exposure
_____ c. More than limited, but not extensive exposure
_____ d. Extensive exposure

Comments:

Part II: Module Data

6. How many RP trainees have you served as resource person for on this module?

_____ trainees

7. Did the terminal objective help you to understand the intent of the module?

_____ a. Yes
_____ b. Somewhat
_____ c. No

Comments:

8. Did the enabling objectives help you understand the intent of each learning experience?

_____ a. In nearly all cases
_____ b. Usually
_____ c. Sometimes
_____ d. Rarely

Comments:

9. Did the "Introduction" give you a good overview of the purpose of this module?

_____ a. Yes
_____ b. Not sure
_____ c. No

Comments:

10. How helpful was the "Module Structure and Use" section in understanding the organization and procedures for use of the module?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

11. How helpful were the "Overviews" in giving you a profile of each learning experience?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

12. How helpful were the "Activities" of the learning experiences in terms of acquiring the specified competency?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

14. How helpful were the "Feedback" sections of the learning experiences in helping the students assess their progress?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

15. Do you feel the content was covered in enough depth?

_____ a. In nearly all cases
_____ b. Usually
_____ c. Usually not
_____ d. Rarely

Comments:

5. Which of the following best describes the exposure you have had to performance-based teacher education?

_____ a. Practically no exposure
_____ b. Limited exposure
_____ c. More than limited, but not extensive exposure
_____ d. Extensive exposure

Comments:

Part II: Module Data

6. How many RP trainees have you served as resource person for on this module?

_____ trainees

7. Did the terminal objective help you to understand the intent of the module?

_____ a. Yes
_____ b. Somewhat
_____ c. No

Comments:

8. Did the enabling objectives help you understand the intent of each learning experience?

_____ a. In nearly all cases
_____ b. Usually
_____ c. Sometimes
_____ d. Rarely

Comments:

9. Did the "Introduction" give you a good overview of the purpose of this module?

_____ a. Yes
_____ b. Not sure
_____ c. No

Comments:

10. How helpful was the "Module Structure and Use" section in understanding the organization and procedures for use of the module?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

17. Did the students have any problem(s) in going from one learning experience to the next?

_____ a. No problems
_____ b. Some problems
_____ c. Major problems
(please explain)_____

Comments:

_____

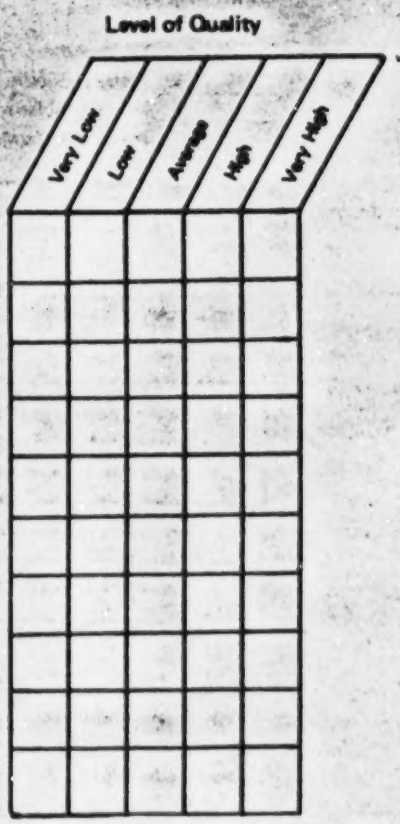
18. While using this module, how many hours did you spend on each of the tasks listed below? (Please fill in each of the following boxes.)

	a. Preparing to use the module
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

19. Traditionally, how many hours would you have spent on each of these tasks while covering the same content contained in this module? (Please fill in each of the following boxes.)

	a. Preparing for class
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

16. Please rate the quality of each of the learning experiences <u>in this module</u> by placing a check (✓) in the most appropriate box after each learning experience. (Space is also provided below for written comments.)



a. Learning Experience I

b. Learning Experience II

c. Learning Experience III

d. Learning Experience IV

e. Learning Experience V

f. Learning Experience VI

g. Learning Experience VII

h. Learning Experience VIII

i. Learning Experience IX

j. Learning Experience X

Any additional comments about the learning experiences?

24. What percentage of the RP trainees' time do you believe was spent in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study Comments:
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)

_____

25. If you were to use this module again, what percentage of the teacher trainees' time would you like to have students spend in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study Comments:
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)

_____

26. In your judgment, could this module be easily used in a group instructional setting?

_____ Yes, with ease Comments:
_____ Yes, with some modification
_____ Yes, with difficulty
_____ No, not really

27. Did you notice any contradictions or inconsistencies within the module?

_____ No Comments:
_____ Yes
(please explain)

_____

28. Did you notice any flagrant bias within the module (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ a. No
_____ b. Yes
(please explain)

_____

20. If you were to use this module again, how many hours would you expect to spend on each of these tasks, assuming you have 15 students? (Please fill in each of the following boxes.)

	a. Preparing to use the module
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

21. Is the type of achievement (performance) demanded by this module worth the effort?

_____ a. Yes
_____ b. Not sure
_____ c. No

Comments:

22. Was the terminology used in this module consistent with that used in your teaching area?

_____ a. Yes
_____ b. Not sure
_____ c. No
(please explain)

Comments:

_____

23. Were the performance components listed on the Teacher Performance Assessment Form important elements of the competency being learned?

_____ a. Definitely yes
_____ b. Yes
_____ c. Not sure
_____ d. No
_____ e. Definitely not

Comments:

33. Overall, how would you rate the quality of this module?

Comments:

_____ a. Very good
_____ b. Good
_____ c. Average
_____ d. Poor
_____ e. Very poor

Part III: Overall Reaction

Directions: Please respond to the next four items by writing in the space provided.

34. What did you like best about this module?

a.

b.

c.

d.

35. What did you like least about this module?

a.

b.

c.

d.

29. Did you feel the prerequisites for this module were necessary?

_____ a. Yes
_____ b. Somewhat
_____ c. No
_____ d. This module had no prerequisites

Comments:

30. How much did the RP trainees learn from this module that they didn't already know?

_____ a. Nothing (please explain) _____
_____ b. Very little _____
_____ c. A moderate amount
_____ d. A substantial amount
_____ e. A great deal

31. Would you recommend this module to a fellow instructor in its present form?

_____ a. Definitely
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not (please explain)

Comments:

_____

32. Would you use this module again?

_____ a. Definitely
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not (please explain)

Comments:

_____

APPENDIX E

Modules in Series

(Change Agent - Vocational Teacher)

1. Assist vocational personnel move toward full adoption of performance based vocational education (PBVE)
2. Validate an occupational analysis
3. Prepare valid performance objectives
4. Develop a module for individualized instruction
5. Arrange for the improvement of vocational facilities for individualized instruction
6. Manage individualized instruction

APPENDIX F

Materials Used At

Shippensburg Workshop

Performance/Competency Based Vocational Education
A WORKSHOP
Sponsored By The Research Coordinating Unit

July 29, 1980 - August 1, 1980
Shippensburg, PA.

INTRODUCTION:

Pennsylvania is highly commited to serving the vocational needs and interests of all its students. Such being the case, there is a strong emphasis on Performance-Based Education. It is felt that such an emphasis will result in greater articulation between and among all agencies involved in vocational education and greater success in meeting the diverse needs and interests of students through individualized, personalized instruction.

This Workshop has been designed to assist you in developing the skills you will need to help others design and conduct individualized instructional programs. You will become aware of material and personnel resources available to you. In fact, you will use the material resources yourself and have the opportunity to recommend changes in them. In addition, you will have the opportunity to develop short and long-range plans for utilizing these resources to institutionalize Performance-Based Vocational Education within your functioning environment.

This Workshop

This Workshop is Performance-Based and the responsibility for learning is squarely on your shoulders. You should progress at a rate that is consistent with your own personal style. Pay no attention to others in the group since their styles may be very different than your own.

There will be a variety of learning materials available for your use and two persons functioning as resource persons to help you throughout the Workshop. The "Heart" of the Workshop is the "change agent" module and five newly developed vocational teacher modules. These modules depend on your having skills addressed in other modules and familiarity with other written resources. For this reason, these other materials will be made available to you.

After an orientation session on Wednesday morning, begin your Workshop activity in the "Change Agent" module and then progress through the "x-series" starting with "x-1." If you encounter a problem with any module learning experience,get help from a Resource Person. Don't skip any module learning experience and fully complete each (do self-check).

When you complete a module (all but final experience), complete a "module quality review checklist" and discuss the module with a Resource Person. We depend on you to provide us with information to use in revising these modules.

Since the Workshop is Performance-Based, you may work in any location you desire. You may work best in your room, outside under a tree, or in the room containing the supplementary resources. The choice is yours. You may also work by yourself or with one or more other Workshop participants. This choice is yours.

ASSUMPTIONS

1. That you want to learn the skills needed to implement Performance-Based vocational education.

2. That you are willing to assume responsibility for learning.

3. That you have great potential for learning which can be best realized within a personalized, self-pacing workshop design.

OBJECTIVES (RCU);

1. To have Workshop participants utilize selected materials and receive feedback to be used for making appropriate changes in the materials.

2. To make participants aware of resource material and personnel available to assist them in installing Performance-Based vocational education at a local level.

3. To help participants develop short and long-range plans for installing Performance-Based vocational education at a local level.

OBJECTIVE (Learning):

After completing the required learning experiences in this Workshop, participants will develop long and short-range PBVE implementation plans which incorporate some or all of the resources made available to them in the Workshop.

AVAILABLE MATERIALS:

1. Change agent module (you keep)
2. "X" modules (you keep)
3. Modules A4, A5, B1 - multiple copies available (you do not keep)
4. Complete set of AAVIM modules (you do not keep)
5. Skill modules from Kentucky & Minnesota (you do not keep)
6. Dict. of Occ. Titles, Occ. Outlook Handbook (you do not keep)
8. Reaction instruments (you turn in).

NEEDED INFORMATION

1. In minutes, how long did it take you to complete all but the final learning experience in this module? _____

2. Rate each learning experience you completed according to the following scheme:

   0 = Didn't complete it

   1 = Not useful at all to a person wishing to implement PBVE

   2 = Somewhat useful to a person wishing to implement PBVE

   3 = Very useful to a person wishing to implement PBVE

   _____ Learning Experience I
   _____ Learning Experience II
   _____ Learning Experience III
   _____ Learning Experience IV

3. Using the rating system above, rate the total module

   _____ The total module.

WORKSHOP EVALUATION

1. What are your duties in vocational education at this point in time?

2. What prompted you to attend this Workshop?

3. It was hoped that you would leave this Workshop with short and long-range plans to implement PBVE which make use of the resources made available to you in this Workshop. To what degree did you attain this objective? 1 = did not, 2 = some progress toward the objective, 3 = good progress toward the objective, 4 = great progress toward the objective.

_____ degree of attainment.

4. Using the following scheme, rate the resources made available to you during the Workshop: 0 = don't know, 1 = no utility, 2 = little utility, 3 = average utility, 4 = great utility, 5 = very great utility.

_____ X-1, Validate an Occupational Analysis

_____ X-2, Prepare Valid Performance-Objectives

_____ X-5, Develop a Module for Individualized Instruction

_____ X-6, Arrange for the Improvement of Vocational Facilities

_____ X-7, Manage Individualized Instruction

_____ A-4,A-5, Advisory Committee modules

_____ B-1, Determine the Needs and Interests of Students

_____ Kentucky modules

_____ Minnesota modules

_____ Dictionary of Occupational Titles

_____ Occupationational Outlook Handbook

_____ CBVE Administrators Notebook

_____ Set of 100 AAVIM Modules

_____ Articles on Planning Change

_____ "Change Agent Module"

5. What did you like most about this Workshop?

6. What did you like least about this Workshop?

7. Taking everything into consideration, to what degree was this Workshop a worthwhile educational Experience? (check one)

_____ A total Dud!

_____ Not Bad!

_____ Good!

_____ Great!

MODULE QUALITY REVIEW CHECKLIST

Module Title: _____

Module No.: _____ Reviewed By: _____

Language

1.	New terminology is defined in the introduction or information sheets.	YES NO
2.	The terminology is consistent throughout.	YES NO
3.	The internal directions are simply and clearly stated, and complete.	YES NO
4.	The performance objectives are stated in observable terms.	YES NO
5.	The procedures describe the options available to the learner in completing the module.	YES NO
6.	The activities clarify what the performance is, how to do it, and why it is necessary.	YES NO
7.	The language is lively and interesting; not mechanical or pedantic.	YES NO
8.	The language is geared to the level of an average reader in the target audience.	YES NO

Learning Experiences

1.	Learning experiences are sequenced logically.	YES NO
2.	Learning experiences do not overlap.	YES NO
3.	Learning experiences lead directly to competency in the performance objectives.	YES NO
4.	All required readings contribute directly to attaining the objectives.	YES NO
5.	All required activities contribute directly to attaining the objectives.	YES NO
6.	When an activity may be difficult to implement, alternative ways of completing the activity are provided.	YES NO
7.	Optional learning activities are provided to give depth, variety, and flexibility to the learning experiences.	YES NO
8.	A range of activities is provided to accommodate students of different abilities, needs, and interests.	YES NO
9.	A range of activities is provided to allow for both individual and group work.	YES NO

10. Role playing activities include role descriptions and situations to guide anyone playing a role outside his/her own frame of reference. YES NO

11. The learning activities are varied and interesting, with a minimum of repetition from one learning experience to another. YES NO

12. Feedback is provided at the end of every learning experience. YES NO

Information Sheets (Criteria in the "Language" section apply here.)

1. The module is self-contained, if at all possible. YES NO

2. Information sheets contain up-to-date and accurate information. YES NO

3. Information sheets are concrete and tangible; not vague generalities or lists of criteria; they tell "how to do it." YES NO

4. Information sheets are relevant to vocational education, with examples drawn from various service areas of vocational education. YES NO

5. Selected pages of outside resources are used as enrichment and/or reinforcement activites. YES NO

6. Outside resources are not more than 10 years old (unless they are of exceptional value). YES NO

7. Readings (information sheets and outside references) are complete in that they provide the learner with all information needed to complete the module. YES NO

8. Outside references are standard enough that they should be readily available to any module user. YES NO

Self-Checks, Model Answers, Checklists

1. Self-checks are thought provoking and require application of information; not rote responses. YES NO

2. Self-checks comprehensively reflect the information provided in the learning experience. YES NO

3. Self-checks are not obvious; they require an understanding of the knowledge important to achieving the competency. YES NO

4. Model answers are provided to reinforce learning and clarify concepts. YES NO

5. Checklists and assessment forms are stated in observable, performance terms. YES NO

6. Checklists include all the criteria necessary for successful performance. YES NO

7. Checklists actually assess the learner's progress toward the objective. YES NO

8. Checklists are of reasonable length and complexity, with no more than 25-30 items. YES NO

9. Alternatives to peer evaluation are provided for those learners who cannot arrange to work with peers. YES NO

10. Each feedback device includes stated level of performance. YES NO

11. Evaluations provide for recycling if the level of performance is not met. YES NO

Media

1. The media is applicable to all vocational service areas. YES NO

2. The media illustrates, clarifies, reinforces, or extends the concepts introduced in the module; it doesn't simply repeat them. YES NO

3. The media is realistec, i.e., the teacher, students, and real school setting are believable. YES NO

4. The length of the media is reasonable (10 to 20 minutes). YES NO

5. The media is interesting visually/aurally. YES NO

6. The media is clear visually/aurally. YES NO

7. If the media includes an exemplary instructor, the instructor:
   a. relates well with students. YES NO
   b. uses student feedback YES NO
   c. uses media or teaching aids where appropriate. YES NO
   d. presents information geared to the needs of the students. YES NO
   e. teaches on the basis of up-to-date learning theory. YES NO

8. The media is free from racial and sex bias. YES NO

9. The media is lively and action-oriented. YES NO

10. The information is presented on a logical sequence. YES NO

Overall

1. The module delivers on the objectives. YES NO

2. The module meets format specifications. YES NO

3. The module is internally consistent (objectives, activities, feedback devices, etc. do not contradict each other, directly or indirectly) YES NO

4. No learning experience other than the final learning experience requires performance in an actual school situation. YES NO

5. Opportunity is provided for practicing any performance which must be executed in the real world. YES NO

6. The final learning experience requires performance in an actual school situation. YES NO

7. The learning experiences are realistic; i.e., they do not require an unreasonable amount of prior knowledge or of time on the part of the learner. YES NO

8. Implementation of the module is feasible and practical; i.e., it does not require an unreasonable amount of the resource person's time. YES NO

9. Learning activities, information sheets, case studies, resources, etc. provide equitable representation of the various service areas in vocational education. YES NO

10. An introductory statement is provided which motivates the student by explaining why the competency is needed, not simply what the competency consists of. YES NO

11. An introductory statement is provided which places the module in a frame of reference with other modules in the category, and with the broad theory of vocational education. YES NO

12. All necessary or desirable prerequisite competencies are listed. YES NO

Free Response

Would you please indicate below your opinions as to how any aspect of this module could be improved to make it more useful to vocational educators.